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School Life



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CONTENTS for May 1949

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Cover photograph is of Earl James McGrath, the Commissioner of Education, who took office March 18. See page 1. This and other photographs of Commissioner McGrath appearing in May SCHOOL LIFE were taken by Archie L. Hardy, Federal Security Agency.

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School Life Spotlight

"I feel it my duty to warn the people of the United States of America that, bad as the crisis is today, it will be many times as bad in 5 years unless the Nation acts vigorously." p. 2

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"Educators and school superintendents can be a potent force in helping to organize such community projects on a State-wide basis." p. 6

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"Citizenship studies should not be taught in a vacuum through the mere learning of textbook material." p. 9

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"School communities can no longer be content with a unit course in woodwork or mechanical drawing inherited from the 'manual training' era in their attempt to achieve the functions of industrial arts." p. 12

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."



The new Commissioner of Education takes oath of office. Left to right: Earl James McGrath, Commissioner of Education; J. Donald Kingsley, Assistant Federal Security Administrator, and Associate Judge of the Supreme Court Wiley Rutledge.

Earl James McGrath —11th Commissioner of Education

EARL JAMES McGRATH was inducted as Commissioner of Education, Federal Security Agency, at noon on March 18. The oath was administered by Associate Justice of the Supreme Court Wiley Rutledge, before Office of Education staff members and representatives of Government, labor, agriculture, civic, business, and women's organizations, and agencies. It was a busy first day for the new Commissioner—press conference, photographs for the press, the oath-taking ceremony presided over by Assistant Federal Security Administrator J. Donald Kingsley, receiving congratulations of dignitaries present, broadcasting, and television. *SCHOOL LIFE* presents Dr. McGrath's first statement as United States Commissioner of Education and gives some of the flavor of this historic event in American education.

IN ASSUMING the office of Commissioner of Education I am deeply conscious of the heavy responsibilities and the exacting duties which this appointment involves.

I am no less aware of the great opportunities which it offers for constructive leadership in education at all levels. This is especially true at this point in American history when the Federal Government is being called upon to play a much larger role in education than it has hitherto. From the beginning, this Nation has been one of opportunity for those who came from other shores, and for the succeeding generations born in this land. It has been the view of the large majority of Americans that all children regardless of their origins or social status should have the chance to develop their abilities to the fullest. To do so, however, they must have equal opportunity for education.

But the ideal of equal educational opportunity has not been realized. Differences in the various communities of the Nation

in the ability to produce wealth, and differences in family status and income, close the doors of the schoolhouse to many children before they have the chance to develop their minds, their bodies, and their spirits to the level of their natural endowments. If it ever could do so, this great democratic Nation can no longer afford the evil consequences of widespread educational privation.

I am thinking here not only of the personal injustice involved when a boy fails to realize his ambitions in life because his parents cannot afford the necessary education. This is, to be sure, an unhappy and unjust state of affairs for the individual. But I am equally concerned about the serious social waste involved. A democratic nation needs to develop its human resources no less than its natural resources. This is



Former Commissioner of Education, George F. Zook, congratulates Commissioner McGrath. Left to right: Dr. Zook, Dr. Kingsley, and Dr. McGrath.



Dr. Paul Good, Secretary of the Committee on Education, Chamber of Commerce of the United States, with Dr. Kingsley and the Commissioner.



Dr. William G. Carr, Secretary of the Educational Policies Commission, and Dr. Charles A. Thomson, Director, UNESCO Relations Staff, Department of State, talk with Commissioner McGrath and Dr. Kingsley.



The new Commissioner is greeted by Dr. Willard E. Givens, Executive Secretary, National Education Association.

chiefly the task of the schools. But if they are to discharge their responsibilities fully the States must be helped financially by the Federal Government. The President of the United States, recognizing this need

for Federal aid to education, said in his recent budget report to the Congress that . . .

Although the Federal Government is engaged in this broad range of educational activities, we are not yet assuring all the children of our Nation

the opportunity of receiving the basic education which is essential to a strong democracy. . . . Many States are finding it difficult, even with high tax rates, to pay adequate salaries or to take other corrective measures. It is therefore urgent that the Congress enact legislation to provide grants to the States in support of a basic minimum program of elementary and secondary education for all our children and for all youth.

"We in America have something unique. I don't mean wealth or power, or any material thing. I mean the part of our democracy that is still largely a dream—but a very, very real one. I mean the ideal of equal opportunity.

"We all know that it hasn't been achieved. Millions of children have the cards stacked against them merely because their parents happen to be poor, or because they happen to be born in the wrong part of the country. Millions more are denied equality of opportunity for purely arbitrary reasons—race or color or religion.

"But for all this, we do cling to the ideal. We firmly believe that every individual should be encouraged to win the

highest reward he can, on merit alone. And regardless of all our shortcomings, this is our standard. It is our greatest asset, and one that no other great nation has ever had.

"By the same token, our most important piece of unfinished business is to measure up to that standard—to achieve our ideal. And the indispensable key to final success is the assurance to every American child of adequate educational opportunity. Give him that, and he will do the rest.

"That is the goal Dr. McGrath will strive toward as United States Commissioner of Education. And he will have every ounce of encouragement and support that I can give him."

—Message from Oscar R. Ewing, Federal Security Administrator

It has become the fashion to speak of the crisis in education. So many of us use the phrase that I am afraid it is losing its meaning. Nevertheless, I cannot let this opportunity pass without referring to it again. I feel it my duty to warn the people of the United States of America that bad as the crisis is today, it will be many times as bad in 5 years unless the Nation acts vigorously. We are now in a position in the United States where we cannot even maintain our present educational advantages. We are in the position where we can only go backward unless we go forward. We can only go forward with the aid of Federal support.

Some will say that Federal aid will lead

to Federal domination and result in Federal control of the thinking of our citizens. I deny this. The tradition of local control of education is firmly established in America—I believe in it. I have no fear that the people of the land would ever let it be destroyed.

If there is any threat to local initiative and responsibility, it is not from a grasping Federal Government. It comes from the increasing deterioration of our educational system itself, through financial starvation. We who favor Federal aid are agreed that it should flow from Federal agencies directly to established authorities within the several States, the allocation of such funds to be made in terms of local needs and local policies. Adequate legislative safeguards can be provided to protect local institutions

(Continued on page 14)



Commissioner McGrath with Committee of Chief State School Officers. Left to right: Harry V. Gilson, Associate Commissioner of Education, New York; Dean M. Schweickhard, Commissioner of Education, Minnesota; Clyde A. Erwin, Superintendent of Public Instruction, North Carolina (President of National Council of Chief State School Officers); A. R. Meadows, State Superintendent of Education, Alabama; Commissioner McGrath; Hubert Wheeler, Commissioner of Education, Missouri; Edgar Fuller, Executive Secretary, National Council of Chief State School Officers; John H. Bosshart, Commissioner of Education, New Jersey.



Rull I. Grigsby, Acting Commissioner of Education since the resignation of Commissioner John W. Studebaker in July 1948, who made the following statement in presenting Dr. McGrath:

Mr. Kingsley, Distinguished Guests, Friends and Colleagues in the Office of Education:

I deem it both an honor and a real pleasure to have the privilege of presenting to you the next Commissioner of Education, the Honorable Earl James McGrath. Dr. McGrath is the eleventh in the line of illustrious citizens who have held this high educational office.

The first Commissioner, Henry Barnard, was appointed in 1867. It may be interesting to note, for purposes of continuity, that his first annual report dealt at length with the subject of Federal aid to education—in this case the management of funds derived from land grants by the Congress to promote education in the States.

The second Commissioner was General John Eaton. Appointed in 1870, he held office for 16 years. During that period the administration of education for the Territory of Alaska was made a function of the Office—where it remained for several decades.

The third Commissioner was Nathaniel Dawson. He held office from 1886 to 1889. Colonel Dawson was a lawyer of distinction and stressed administrative efficiency in the affairs of the Office.

The fourth Commissioner, William T. Harris, 1889 to 1906, was an educational philosopher of distinction. He it was who strengthened the program of the Office in the comparative study of foreign school systems.

Next came Elmer Ellsworth Brown, appointed by Theodore Roosevelt in 1906, who did much during his 5-year term of office to build up the professional library of education and to expand the Office program of publications and of school surveys.

Sixth Commissioner was Philander P. Claxton, who served from 1911 to 1921. Among other things Dr. Claxton had a large part in the initiation of American Education Week, establishment of the Federal Board for Vocational Education, and the publication of the official journal of the Office, known as *SCHOOL LIFE*.

The seventh Commissioner, John J. Tigert, served for 7 years—1921 to 1928. His term of office saw developments in Office sponsorship of important educa-

tional conferences and field services.

The eighth Commissioner, 1929–33, was William John Cooper, who directed the conduct of three national surveys—Teacher Education, Secondary Education, and School Finance.

Succeeding Commissioner Cooper was Dr. George Zook, the ninth to hold the office. Dr. Zook served but 1 year before resigning to become head of the American Council on Education.

The tenth Commissioner, John Ward Studebaker, took office in 1934, shortly after the old Federal Board for Vocational Education had been transferred to the Office. The 14 years of Dr. Studebaker's incumbency witnessed increased leadership by the Federal Office in matters of adult civic education, radio education, vocational guidance, and school administration. During the war years the Office was responsible under his leadership also for direction of the vocational training of some 14 million war workers by the vocational schools and colleges of the States.

And so, Dr. McGrath, I welcome you, as the eleventh Commissioner of Education. You are joining an illustrious company of leaders in the promotion of the cause of education. I have the honor, sir, to pledge to you the loyal support of the members of the relatively small but capable staff of the Office of Education as you undertake your challenging duties; and to convey to you, both personally and on their behalf, sincerest wishes for your success and high achievement.



School children help unload a sodium fluoride demonstration unit at the John Marshall School, Arlington, Va., where 313 children received full treatment.

Sodium Fluoride Goes to School

By V. R. Sill, Information and Education Specialist, Division of Dental Public Health,
Public Health Service, Federal Security Agency

This article will help SCHOOL LIFE readers keep abreast of the latest great advance in preventive dentistry—applications of sodium fluoride to the teeth of school children. It was prepared at the request of the Office of Education by the Division of Dental Public Health of the Public Health Service, Federal Security Agency, and is a popularly written condensation of a number of research bulletins.

WHEN the children entered the school-room they were just a little nervous. There was Johnny, tow-headed, freckled, and noisy, now suddenly very quiet, his fingers on both hands crossed. There was Mary, big-eyed, and giggling at the boy ahead of her.

They sat down in the back of the room with 20 other children and waited, looking at the dental chairs facing the windows in front. First, Johnny climbed in the chair. The dentist leaned over, inspected his teeth, passed him on to the next chair. A young woman told him to hold his head back, then cleaned his teeth. It tasted good. Next

she put cotton rolls around his teeth, dried and swabbed them with a clear, odorless liquid. He couldn't taste it and it didn't seem to hurt.

Johnny waited with his mouth open until the stuff dried. Turning his head awkwardly, he noticed that the other chairs had filled up. Mary was having her teeth inspected and another girl was getting her teeth cleaned. It was a little like an assembly line: First the inspection, then the cleaning and drying, then the application, and finally another drying. They were working quickly. The whole thing, Johnny guessed, would take little more than 10 minutes.

Then the young woman removed the cotton rolls from his mouth. Gosh, it felt good to be out of the room. He went back to class, whistling softly to himself. They'd said the liquid would give him better, stronger teeth. That he would not have as many cavities and toothaches.

30,000 More

That morning and afternoon hundreds of other children in many schools throughout the country received the same kind of inspections and applications John had. In a single month, probably more than thirty thousand children would climb into dental chairs. Then their teeth would be inspected, cleaned, and given applications of the stuff that looked and tasted a little like water. In a year close to a half million children in hundreds of schools would have the anticavity mixture swabbed on their teeth.

Probably none of the youngsters thought very much about it, but they were participating in a demonstration conducted by a

Public Health Service team under the immediate supervision of their State health department. The demonstration was on ways to reduce dental decay through the use of a new, almost revolutionary discovery. This discovery, the clear, odorless stuff the young woman had had in a small glass by her side, will reduce new dental decay by about 40 percent.

The story of this chemical mixture, called sodium fluoride—how the cooperation of local dentists and school teachers and PTA's is helping to bring it to the attention of communities, how fluoride was first discovered in a remote little town in Arkansas as the cause of an ugly discoloration, and how it was found to reduce decay—reads a little like an adventure tale. If you substitute scientists for detectives, tooth decay for criminals, and sodium fluoride for the hero, you have an exciting mystery story.

51 Years Ago

The story starts back in 1898 when Crichton-Browne, an Englishman, had what was then considered a half-crazy idea. He maintained that a lack of fluoride in the diet might have something to do with the tooth decay in the British Isles. At the time, Crichton-Browne was smiled at or ignored. Soon, his brainstorm was shrugged aside and forgotten.

A little later, halfway round the world in Colorado Springs, a group of dentists was puzzling over the cause of a brown discoloration of the teeth called "Colorado brown stain." For years they had wondered why it was that people living in some communities had the ugly spots. The stain was found on the teeth of people who had spent their childhood in those communities. These people never lost the stain. But adults who moved into the same communities never acquired it.

The dentists in Colorado Springs decided to investigate. They wanted the culprit, the villain in the piece. Not far from Colorado Springs was a community in which no one had the stain. Mottled teeth simply didn't exist there. Why?

All conditions in the community, they found, were pretty much the same as those in Colorado Springs with one exception. That exception was the water supply. Colorado Springs obtained its water from the Pikes Peak watershed; that of the other community was from a different source. Something in the water, these men reasoned, must cause the brown stain. But what?

They tasted the water, had analyses of it made, but still no clue. The water in the two communities seemed precisely the same.

Searching for a Clue

For 20 years Doctors Frederick S. McKay and G. V. Black investigated, searched the world for a clue. Colorado brown stain occurred in places other than Colorado. McKay and Black traveled far and wide to afflicted areas, analyzing and trying to puzzle it out. The water supply was changed in a number of places. The new teeth grew in sound and without stains. But always the question "Why?" eluded the researchers.

Then in 1928 a call came for Dr. McKay to go to Bauxite, Arkansas, apparently on a problem of brown stained teeth. Near Bauxite, he found, was a community where none of the children had mottled teeth.

cision impossible in the other laboratories. The answer came back. The water of Bauxite contained relatively large quantities of fluoride.

The Answer?

McKay could hardly believe he had found his answer. Frantically he obtained more samples from other towns afflicted with mottling. He shipped them to the same large laboratory. The answer was the same: The water contained fluoride in unusually high amounts. After 23 years of research the cause of "Colorado brown stain," now known as "dental fluorosis," was found. It was a long, hard road. However, with it he had noted that apparent freedom from dental decay was associated with brown stain.

But ugly, spotted teeth were a pretty high price to pay for less decay. The problem became one of how to get fluorine out of



Dental surgeon in charge of demonstration team dries the children's teeth before applying sodium fluoride.

The wells in Bauxite were cut off. Water from the neighboring town was used. Later, he examined the new teeth of the younger generation. They had grown in white and without stain of any kind.

As he had done countless times before, he took samples of the water, prepared them for shipment to a laboratory. But this time, since the town of Bauxite was built around the activities of a large corporation with the most modern laboratories at its command, he sent them to those laboratories. They ran their tests. More or less simple routine tests, but made with a pre-

water supplies, rather than how it could be used to prevent decay.

Many research workers and dentists felt that only excessive quantities of fluoride in water could produce mottling, that lower concentrations might not stain the teeth.

Several scientists decided to find out, among them Dr. Trendley Dean of the Public Health Service. He and his associates wanted to find the exact amounts of fluoride that caused mottling. Dean finally found the answer—more than one part of fluoride per million parts of water. At one part per millions mottling was not apparent and

there was only a third as much decay as found in communities with fluoride-free drinking waters.

Another research worker, Dr. B. G. Bibby, then of Tufts Dental College, Boston, was fascinated by the findings of his fellow scientists. It would be difficult to add fluoride to the Nation's water supply; besides it would take years and years of research to establish the soundness of such a procedure. But if teeth absorbed fluoride, as he believed they did, a solution applied to the teeth might reduce decay.

To Find Out

There was one way to find out. He made arrangements with the Brockton schools and set out on his search. One hundred children were selected for the trials, all except two of them being between 10 and 12 years old. Then, after cleaning the teeth he dipped cotton wool into a nontoxic solution and swabbed them, keeping the teeth wet for several minutes with repeated applications of sodium fluoride. One quadrant of the mouth was wetted with the mixture, the opposite quadrant was left untreated to serve as a control. He repeated the procedure at 4-month intervals until he had made three applications.

Bibby must have had difficulty controlling his excitement when he made his final examination. Carefully, painstakingly he probed for cavities. At the time of the first application the number of cavities in both treated and untreated quadrants were about the same. A year later, he found 61 new cavities in the control quadrants, but only 33 in the treated quadrants!

At about this time, other researchers, including Dr. John W. Knutson of the Public Health Service and Dr. Wallace D. Armstrong of the University of Minnesota were pursuing the same clues that led Bibby to his discovery.

Knutson and Armstrong selected three Minnesota towns for their studies: North Mankato, Arlington, and St. Louis Park. They chose 337 school children between 7 and 15 years old and cleaned their teeth. They made a series of applications of a 2-percent solution of sodium fluoride to half of the teeth of each child. The other half were left untreated. About a year later, the scientists returned and examined the treated and untreated teeth. They found the teeth which had received fluoride applications were better than—and just as white as—the untreated teeth. The

treated teeth had 40 percent less decay than the untreated!

Skepticism

It looked good. Indeed, it looked like the most important advance in preventive dentistry. But was it? Researchers were determined to find out. More children in more towns received the applications. For several years they made applications and examined the treated and untreated teeth. Always the results showed less decay in teeth receiving the sodium fluoride.

Still, some dentists were skeptical. They had seen other seemingly miraculous discoveries sweep across the dental horizon, then burn up and vanish like a falling star. They had to be careful. You can't take chances when you're dealing with the health of a child. Too much is at stake.

Then a hundred scientists and researchers and dentists meeting at Ann Arbor, Michigan, investigated the sodium fluoride studies. They analyzed the technique.



They investigated the samples, the solution, the reasoning in back of the procedure. They weighed the results, probed for possible sources of errors, and came up with the conclusion: *A solution of sodium fluoride properly applied to the teeth of children will reduce new dental decay.*

For Routine Use

The American Dental Association investigated and agreed that the method reduced decay. "Fluoride therapy," this national organization of professional dentists said, "should be used routinely in private dental offices and in school and community health programs."

Other organizations endorsed the use of topically applied sodium fluoride. The National Congress of Parents and Teachers said, "We feel that sodium fluoride applications should be made available to all the children of America."

But only a few people throughout the country knew of the discovery. Before every child could benefit it would have to be brought to the attention of parents, State and local health departments, school officials, dentists, and community leaders. The Public Health Service would have to take the discovery out of the laboratories and clinics. It would have to get it to the people of the country.

Federal Aid

In 1948 Congress made \$1,000,000 available to the Public Health Service to bring the method to the attention of dentists, health officials, and others. The appropriations committee determined that field demonstration units should be established and operated in each State with the cooperation of State health departments, State dental societies, and other interested organizations.

These units or teams are mobile and are set up in key localities to assist in developing permanent local sodium fluoride programs and to demonstrate the technic of applying fluoride to the teeth of children.

The approved technic calls for four applications at intervals of 2 to 7 days. Ideally, this first series of four applications should be made when the child is 3 years old. The series is repeated three more times as new teeth come in, or at about ages 7, 10, and 13. However, every child should receive the applications as early after 3 as possible. From then on, sodium fluoride applications should be made in accordance with the tooth eruption pattern of the individual child. It is important to protect new teeth as they come in, before they can be attacked by decay.

But the demonstration teams now operating in 28 States, the District of Columbia, Alaska, Hawaii, and Puerto Rico can bring sodium fluoride to only an infinitesimal part of the total child population. Only through the development of continuing local community programs can the benefits of this first great advance in preventive dentistry be brought to all of the Nation's children.

Educators and school superintendents can be a potent force in helping to organize such community projects on a State-wide basis. With their assistance and aggressive leadership it will be possible to establish local programs to bring the benefits of fluoride applications to all children.

Child Development in High-School Home Economics Programs

by Edna P. Amidon, Chief, Home Economics Education Service

THE NATIONAL CONFERENCE on the Teaching of Child Development in High School Programs in Home Economics, recently held in Washington, D. C., worked in three principal areas: Curriculum, In-Service Training, and Pre-Service Training.

In the work on curriculum the teaching of child development in high-school home economics programs was considered from many angles. The objectives for teaching child development at the high-school level, set up by the conference, represent long-range purposes. They were stated as follows:

To Help a Student

1. See that many areas of knowledge and living contribute to his understanding of human relations, including other parts of the high-school program.
2. Grasp the whole range of human development through experiences with a range of ages.
3. Understand that all is not known about behavior, although more knowledge is being acquired all the time.
4. Develop respect for children as persons.
5. Accept, enjoy, and be interested in children.
6. Understand himself, including the effects of his behavior on others.
7. See himself in relation to others in his family.
8. Gain appreciation of values in family living for him.
9. Understand courtship, marriage, and parental relations.
10. See the reasons for taking an active part in promoting community understanding of individual and family needs.
11. See homemaking skills as means to ends, not ends in themselves.

The conference group developed materials dealing with methods of working toward these objectives, including some ways for high-school students to have first-hand experience with children. These materials have been mimeographed and distributed to State and city supervisors of home economics, and to heads of home economics in colleges and universities and teacher trainers in all the States.

Members of the conference group felt strongly that adequate opportunities for continuous in-service education in child development should be provided for all

home economics teachers. The following excerpts are from the report of the conference dealing with in-service teacher training.

From the Report

"The rapid march of events in the world today makes the ability to adjust to change a necessary condition of living. More than ever is it true in education that learning is a continuous process. Pre-service training of teachers today can only be considered a phase of the on-going education of those whose chosen career is the teaching of others. Especially is this true in a field like child development where new findings in research can alter in one generation the attitude toward children of an entire culture.

"The keynote of effective, on-going education in a school, a community, or a State is cooperative thinking. In all group action which may properly be considered democratic, all concerned take part, according to their different abilities, in planning, carrying out, and evaluating group activities. In in-service teacher education in child development this may mean working with almost any number and variety of people, depending on the nature of the project to be undertaken."

Suggested Activities

The conference felt that certain kinds of educational experiences were especially suitable for in-service training in child development for home economics teachers. Among those mentioned were workshops, informal conferences, study groups, seminars, community institutes.

Although these periodic activities have undoubted value, teachers may gain even more, the conference thought, from working together throughout the year on projects or problems of their own. Examples of such projects would be:

1. Continuing work on curriculum in child development in the high-school home economics program.
2. Cooperative planning for the teaching of child development in the total school program.
3. Cooperative evaluation of work in child development throughout a school program.

4. Cooperative study of community resources for experiences with children which might be used as laboratory in connection with the teaching of child development in high-school programs of home economics.
5. Cooperative development of materials needed for teaching child development, such as bibliographies, resource files, poster displays, and other exhibits.
6. Evaluation of films and other visual aids and the preparation of annotated lists of such materials with notes on sources, prices, etc.
7. Cooperative development of meetings (parent, teacher, and parent-student-teacher) having child development themes.
8. Participation by home economics teachers in community activities involving children and/or child welfare.
9. Making of community studies and surveys concerning children.
10. Work with children of different ages outside of the classroom—in a Sunday school, a day nursery, or a playground.
11. Participation in planning and carrying on small conferences in which administrators, teachers, parents, and/or student discuss informally problems relating to the work in child development in the high-school home economics program.

Methods

The conference felt strongly that methods used in in-service training programs should be methods which teachers could well use in their own work. Special emphasis was placed, in conference discussions, on some of the newer techniques designed to give teachers and pupils maximum opportunity for choice-making, creative activity, and self-evaluation.

Materials from the conference dealing with pre-service and in-service training of home economics teachers have also been sent to leaders in home economics throughout the United States.

Loan Packets

A LIMITED number of loan packets of Administrative Manuals for use by high school principals and faculty committees is now available from the Office of Education. The idea of providing each teacher with a written statement of his relation to the organization of the school seems to be growing rapidly. To assist schools in developing such statements is the purpose of this loan packet.

In general, the packet materials pertain to high schools with over 500 pupil enrollment. Address requests for the loan packet to Division of Secondary Education, Office of Education, Federal Security Agency, Washington 25, D. C.



Suggestions on "Teaching Democracy"

CITIZENSHIP education is not new to educators. The major purpose of public secondary schools in this country, from their earliest origins on, has been that of developing citizens who are capable of living under and contributing toward our democratic way of life. Nor has that purpose changed. The war record of young men showed without doubt that American schools developed a deep-rooted loyalty and patriotism to our institutions. It remains to be seen whether school programs can do as well in providing youth with the necessary skills to solve peacetime problems so fraught with prejudices and selfishness, and complicated by unusually grave domestic challenges and international responsibilities. Now is not too soon for a rededication by schools to this, their chief task.



HOW do you "teach" democracy? Obviously, there is no single program or simple answer. Were it that easy, there would be less talk about it and more doing. There seems to be agreement that education for democratic citizenship must operate within a common framework that yet allows details to be worked out in each classroom. Only in this way can the citizenship needs of individuals, in respect to their present and future living in a democratic society, be met.

The social studies will have to be taught principally from the point of view of developing better citizens. School programs must face American civic life realistically; political activities should be treated neither sentimentally nor cynically. Those who would teach citizenship need first to understand it and practice it themselves. Their own attitudes must be rooted in democratic principles.

This article calls attention to and briefly discusses specific phases of an over-all secondary school program of education for democratic citizenship, and identifies with each a few related readings.

What equipment does Democracy require of citizens?

An identification of the equipment that an American citizen needs in order to live effectively in his democratic society is not a simple matter. The issues facing him are much more numerous and complex than in an earlier age. Living in a world characterized by accelerated change demands of him far greater alertness and service to his country than were required of his forebears. To strengthen American democracy through education calls for school people to examine what they are doing that affects the ultimate behavior of the adult citizen. If, as sometimes asserted, the citizen fails to measure up to his responsibilities, then education must shoulder at least part of the blame and find new ways to help him live up to his obligations.

In general, the American citizen must be informed—about the growth and struggles of a great nation to improve itself, the operation of his government, and the conditions underlying current problems on which he must make decisions.

He must not only know these facts, but also must understand how they affect the social, political, and economic aspects of his daily life. His understanding of the basic principles of democracy colors his attitudes so that he is loyal to the best interests of his country and is willing to make sacrifices to defend its ideals.

He desires to share in the management of a nation which is concerned with the welfare of every man, woman, and child.

He is appreciative of his rights, and accepts with them their requisite duties. He recognizes the supreme worth of every individual, and is guided in action by his realization that democracy grants him freedoms in so far as they do not detract from the freedoms of others. Among his needed skills are those of critical thinking, group processes, communication of ideas, political action, and leadership in areas wherein he is qualified to give it.

Many people have thought about the qualities of citizenship. A reading list on the subject may well include:

Citizens Federal Committee on Education, Office of Education, Federal Security Agency. *Education for a Free Society*. Washington, D. C., *School Life*, February 1948, Vol. 30, No. 5, p. 12.

Denver University, National Opinion Research Center. *The Public Looks at Politics and Politicians*. Denver, Colo., The University. (University of Denver Bulletin No. 2).

Eldridge, Seba. *Public Intelligence*; a study of the attitudes and opinions of voters. Lawrence, Kans., University of Kansas, Department of Journalism Press, 1935. 101 p. (Bulletin, Vol. 36, No. 7, Humanistic Studies, Vol. 5, No. 1).

Mahoney, John Joseph. *Needed-Civic Education*. Doctor's thesis, 1944. Harvard University. 794 p. type-written.

Overstreet, Bonaro W. *Freedom's People—How We Qualify for a Democratic Society*. New York, Harper and Bros., 1945. 115 p.

Russell, William F. and Briggs, T. H. *The Meaning of Democracy*. New York, Macmillan Co., 1941. 413 p.

Wilson, Howard E. *Education for Citizenship*. New York, The Regent's Inquiry. New York, McGraw-Hill Book Co. Inc., 1938. 272 p.

How do schools make better citizens?

While there is general agreement among educators as to the desired goals of civic education, differences often arise when methods for realizing them are chosen. How do you "teach" democracy? Certainly, it is not principally through the memorization of the Constitution of the United States section by sec-

"Teaching" Democracy

BY EARL HUTCHINSON . FIELD REPRESENTATIVE . DIVISION OF SECONDARY EDUCATION

tion, nor by learning the names and dates of the administration of each President of this Nation. Neither do typical classroom procedures of assign, recite, and test attain the objectives. Only habits of nebulous practical application are formed in such a manner.

Rather, good citizenship is taught in a variety of ways. It permeates the whole school system. It develops and flourishes in a democratic climate where students work together on realistic problems. Such a description should not imply a confused, let-the-other-fellow-do-it situation. Education for citizenship does not consist of two uncoordinated and unrelated programs: one an immediate, challenging, but somewhat haphazard program of participation; and the other a scholarly, but relatively abstract program of academic studies. Rather, the best of the two should complement each other and gain vitality from the other. Both classroom and out-of-class activities are part of the school curriculum of civic education, and the two should become almost indistinguishable.

Citizenship studies should not be taught in a vacuum through the mere learning of textbook material. Instead, pupils should share in the selection of pertinent problems affecting their daily lives and study them, reaching back into the roots of the past to find out what caused today's dilemma. Management-labor relations, for example, is a problem which affects a vast segment of our population. Most students recognize that it has a direct bearing on the welfare of their own homes and on their personal well-being. In exploring this subject, they learn how free enterprise, kept in balance by bargaining between unions and industry, has provided Americans with an ever increasing standard of living and improvement in working conditions.

Meaningful participation is a requirement in the democratic process. One's civic education consists of becoming practiced in those skills one will use. Learning just for learning's sake is a wasteful procedure. School opportunities for practicing democracy should be examined in terms of how specifically they contribute to the behavior patterns of successful citizens. It must be remembered that good citizens are a long time in the making.

Some ideas of how they are developed may be secured from the following:

Abell, Marietta, and Anderson, Agnes. *Forward with Democracy*, a collection of up-to-date democracy programs for high schools. Minneapolis, Minn., The Northwestern Press, 1941. 102 p.

Herrick, Theral T. *School Patterns for Citizenship Training*. Ann Arbor, Mich., University of Michigan, Bureau of Educational Reference and Research, 1947. Houdlette, Harriet A. *Growing Into Democracy*. Washington, D. C., Office of Education, Federal Security Administration 1948.

Making Democracy Work and Grow. Washington, U. S. Government Printing Office. (U. S. Office of Education Bulletin 1948, No. 10.)

National Education Association, Educational Policies Commission. *Education for All American Youth*. Washington, D. C., National Education Association and the American Association of School Administrators, 1944. p. 75-100.

National Education Association, Educational Policies Commission. *Learning the Ways of Democracy*; a case book of civic education. Washington, D. C., National Education Association and the American Association of School Administrators, 1940. 486 p.

Peters, Charles C. *Teaching High School History and Social Studies for Citizenship Training*; the Miami experiment in democratic action-centered education. Coral Gables, Fla., University of Miami, 1948. 192 p.

Democracy in and through student activities

To the student, school is his world. It is, next to the home, the major institution in his life. He remains in it for many years. If, during that formative time, he is subjected to authoritative discipline only, if he is told continuously what to do and how to do it, if his experiences are anything but democratic—two results are possible. Either he has to learn all over again the ways of democracy when he becomes an adult; or else he is so conditioned that his capacity to serve and live in a democratic society never flowers.

In contrast to typical classroom performance, most schools provide for a democratic conduct of student activities. Yet, even in student activities, discriminations do creep in—discriminations because of race, religion, nationality, and economic status. Teachers and administrators would do well to examine how democratic actually is the student life of their school. Still better would be to ask students to evaluate how democratic are their class elections, their club meetings, or their school dances. When students live together democratically, fundamental and enduring lessons have been learned.

Among sources of help are:

Brogue, Ellen B. *Student Council Handbook*, a handbook describing 361 student councils. Washington, D. C., National Association of Secondary School Principals of the National Education Association. *Bulletin*, March 1940. p. 1-184.

Fretwell, Elbert K. *Extra-Curricular Activities in High School*, Boston, Mass., Houghton Mifflin Co., 1931.

Kelley, Earl C. *Student Cooperation*; a report of student government in high school. New York, National Self-government Committee, Inc., 1941, 20 p. (Write to Division of Secondary Education, Office of Education, Federal Security Agency, Washington, D. C.)

McKown, Harry Charles. *Home Room Guidance*. 2d ed. New York, McGraw-Hill Book Co., Inc., 1946. 521 p.

McKown, Harry Charles. *The Student Council*. New York, McGraw-Hill Book Co., Inc., 1944. 352 p.

Democracy in the Classroom

Is the classroom conducted under totalitarian methods and dominated by teacher commands and directions? Or is the atmosphere in the classroom one of teachers and students cooperatively planning the work to be done and together carrying it out? Do students assume responsibility for their share of the doing?

The democratic classroom seeks cooperative action for the common good, the welfare of each individual, the participation of all according to their abilities, the application of informed intelligence, a freedom for study and discussion of controversial subjects, and an acceptance of responsibility for individual and group action.

The democratic process in the classroom is sound pedagogy as well as good citizenship preparation. The democratic classroom induces a greater eagerness to learn than does the autocratic one. It provides daily practice in the application of democratic principles. Only in such a setting can lasting habits of desirable democratic relationships be developed.

Teachers will receive valuable suggestions from:

Association for Supervision and Curriculum Development. *Group Planning in Education*. Yearbook 1945. Washington, D. C., National Education Association.

Giles, Harry H. *Teacher-Pupil Planning*. New York, Harper & Bros., 1941. 395 p.

Junior Town Meeting League. *Teaching Controversial Issues*. Columbus, Ohio, 1948. 32 p.

Miel, Alice. *Changing the Curriculum, a social process*. New York, D. Appleton-Century Co., Inc., 1946. 242 p.

Participation in Community Experiences

Citizenship education should not be limited to student activities or classroom efforts. Too often, the school building is surrounded figuratively by a thick brick wall hermetically sealing it against contacts with the community. When the school is so insulated, fewer civic values are carried over into adult life. Good citizenship education utilizes the community as a laboratory of the school. When students share with adults the solving of problems of mutual concern, they slip more easily and sooner than otherwise into effective adult citizenship.

Devices to tie together the school and the community are numerous but are not employed universally or frequently enough. Among the most common are: Student surveys of occupations, health, politics, housing, taxes, recreation, zoning, and traffic; community councils of students and adults to solve problems involving youth; student-adult discussion groups on local, State, and national problems; coordinating councils including youth to mobilize the services of governmental and nongovernmental agencies in joint attacks upon local problems; work experiences for youth; and youth service projects to the community.

These readings may help teachers expand their school-community relationships:

Brunner, Edmund de S. *How to Study a Community*. New York, Columbia University, Teachers College Record, March 1941.

Covello, Leonard. *The School at the Center of Community Life in an Immigrant Area*. New York, Appleton-Century Co., 1938. From the "Community School," edited by Samuel Everett.

Wallace, Whilden, Heitzberg, James, and Sims, U. M. *The Story of Holtville*. Nashville Tenn., Vanderbilt University, 1944. 191 p.

Hanna, Paul R. *Youth Serves the Community*. New York, D. Appleton-Century Co., 1936. 303 p.

Leonard, John Paul. *Work Experience in Secondary Education*. National Association of Secondary School Principals Bulletin, 28: 29-35, May 1944.

***Schools and Community Resources*. New York City, American School Publishing Corporation, 1948. (Reprint from School Executive Magazine, January 1948) Order from John E. Ivey, Jr., Division of Research Interpretation, University of North Carolina, Chapel Hill.**

Evaluation of a School's Citizenship Program

In a democratic system, who should evaluate the effectiveness of a school's citizenship education program—and how can it be evaluated? Surely, democratic principles require that all concerned should have a share in appraising it. That means students, parents, other lay citizens, and teachers together determine the quality and success of the program.

On what basis? It appears logical to

evaluate a training program in terms of the end product. In this case, the product is capable citizens for American democracy. If the citizens of a community keep themselves informed on current issues, have skills of critical thinking, cast their votes intelligently and on every possible occasion, work unselfishly for the general welfare, constantly strive to eliminate their racial and religious prejudices, obey the laws, give such leadership as they are capable of for good government, and perform the many other obligations of the good citizen—then citizenship education has been effective. How well schools prepare for citizenship will have to be judged to a considerable extent in the long run by the quality of American citizens. The short term evaluation is concerned with how youth conduct themselves now in the school and community. Both appraisals are necessary, for the latter leads to the former.

The school must give community leadership to democratic living. Problems related to democratic behavior are not generally realized or recognized by most people. Citizens as a rule do not do much thinking about democracy as such. Therefore, the school may need to assume the initiative in drawing them together for surveys, discussions, and action programs. The school will not tell citizens what they should do or not do; rather it will expedite their getting together, arouse interest in making democracy work and grow, and solicit their cooperation in vital school and community programs for strengthening democratic citizenship. Parents may need help in determining how democratic is their home or how much they contribute to the democracy level of the community. Local organizations may need help in examining their purposes and programs in respect to democratic principles. Teachers will need to appraise the democratic climate of their school, their methods of teaching, the growth of children in democratic attitudes, and the realness of the school program.

Some helps on evaluation may be secured from:

Beery, John H. *Current Conceptions of Democracy*. New York, Teachers College, Columbia University, 1943. 110 p. (Contributions to education, No. 888)

Fortune Magazine. *How Effective is Citizenship Education, a survey of public opinion*. November and December 1942.

(Continued on page 3 of cover)

New College Radio Directory

FOR THE first time in two years, the Federal Radio Education Committee, in response to continuous demands, has revised its *Directory of College Courses in Radio and Television* for the school year 1948-49. It has been prepared by F. R. E. C. Secretary, Gertrude Broderick.

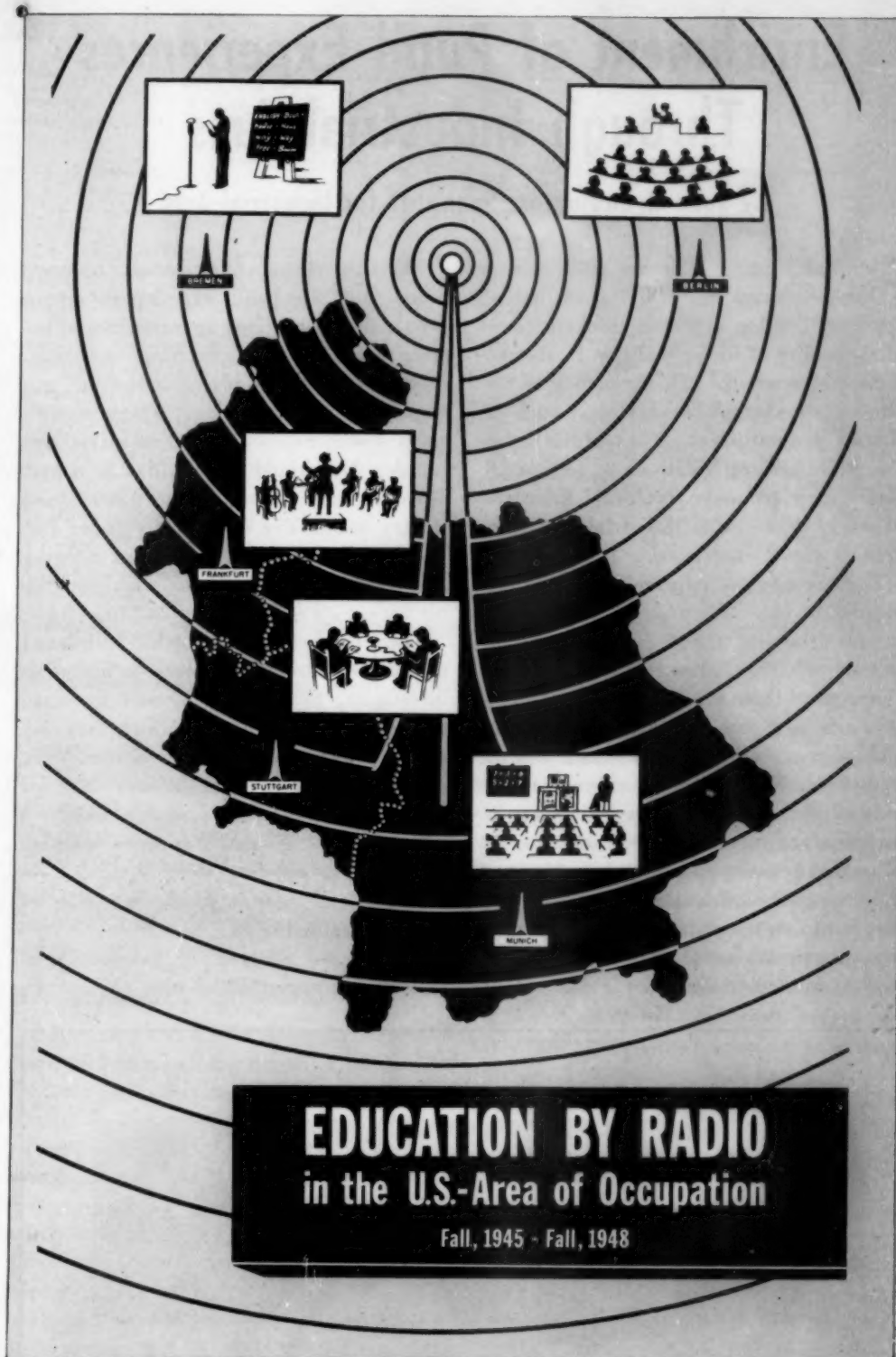
Arranged by States, the directory is intended as a guide to students in locating institutions which are most likely to meet their needs. It is based on data submitted by colleges and universities which appear on the list of accredited institutions of higher education in the Office of Education's *Educational Directory*.

The directory endeavors to present a fair picture of the extent of radio and television training in each institution. It shows range of courses in proportion to size of teaching staff and amount of available equipment for laboratory purposes.

Out of a possible 1,700 colleges listed, 410 reported course offerings, a gain of 25 percent over the previous listing in radio and television. A total of 46 institutions offer degrees in radio, 11 of them in the engineering field and the remaining 35 in the arts and sciences, journalism, and education. Included in the 35 are the 9 institutions which now comprise the charter membership of the newly organized University Association for Professional Radio Education.

Hundreds of students not primarily concerned with training for radio as a career are gaining practical experience in broadcasting through the 218 radio workshops that were reported. In addition to classroom training in radio speech and production, there is opportunity in the workshops for participation in campus broadcasts which are done on a more or less regular basis. Nine institutions listed special radio courses for those training for the ministry. Courses in teacher preparation in the utilization of radio programs are listed by 20 universities.

Greatest increase appears in the numbers of television courses. A total of 33 schools reported courses in television programming and an almost equal number included television engineering courses. According to Dr. Franklin Dunham, Chief, Educational Uses of Radio, Office of Education, "the



coming of television alone heralds a new epoch wherein its uses as an educational tool call for the development of new skills both in production and utilization."

Copies of the Directory are available on request from the Federal Radio Education Committee, Office of Education, Federal Security Agency.

For Atomic Energy Education

NOW AVAILABLE from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., is a SCHOOL LIFE reprint, *Atomic Energy Education*, price 5 cents. This reprint includes the

articles on the educational implications of atomic energy which appeared in the March 1949 issue of SCHOOL LIFE. It can be used as a companion piece to the special supplement to the March SCHOOL LIFE *Atomic Energy Here To Stay*, also available from Superintendent of Documents, price 10 cents.

Enrichment of Pupil Experiences Through Industrial Arts

by John R. Ludington, Specialist for Industrial Arts

FOR AT LEAST 50 years good schools have included more and more guided opportunities for pupils to think in terms of the reality of life in addition to abstractions and symbols. This tendency to emphasize direct-pupil experiences, such as sharing and participating in real-life activities while seeking solutions to individual, social, and economic problems industrial in origin gave rise to industrial arts as an area of school experience.

Conservative estimates now indicate that more than 2½ million pupils are enrolled in industrial arts courses taught by approximately 30,000 industrial arts teachers. One goal of these teachers is to give industrial arts, as a phase of the school program, a place in education commensurate with the importance of industry in community life outside of the school. Here, learning experiences are not only related to the meeting of certain practical needs and problems of the consumer and worker-citizen in daily life, but to an understanding and appreciation of common social and economic problems in an industrial age.

Through shops, laboratories, observations, and first-hand experiences young people should be given opportunities to become familiar with the basic materials, processes, and methods of industrial production and distribution. These experiences should not be planned as specialized training but should be provided as a part of the common learning that all must have if they are to live intelligently in an age when man's power of adjustment is being taxed to the limit by technology and the machine.

There is a need to develop the abilities of pupils to construct, to explore, to invent, to investigate, to experiment, and to learn through those activities in which they can engage with success and satisfaction. For all types of pupils, from the very superior to the very inferior in academic ability, a better balance is needed between learning situations in which abstract symbols predominate and those in which the reality of life predominates.

A balanced program of industrial arts will include opportunities with a wide vari-

ety of materials, tools, machines, and processes. These are the factors which determine and condition to a great extent the nature of the social-economic order—its personal and social relationships. Because of the nature of the problems involved in modern industrial development, pupil experiences in industrial arts should be closely related to those in social studies and science.

School communities can no longer be content with a unit course in woodwork or mechanical drawing inherited from the "manual training" era in their attempt to achieve the functions of industrial arts. Woodworking and mechanical drawing cannot be thought of as constituting a complete industrial arts program, but rather as only two phases or areas which, along with others such as printing, metals, electricity, ceramics, automotives, and plastics, go to make up a total program. Industrial arts should be a medium of interpretation through a wide range of practical experience which involves both manipulation and understanding on the part of the pupil.

A balanced program of secondary education provides industrial arts experiences designed to achieve the following:

Orientation and Common Understanding

Experiences in industrial arts should help youth become better oriented in an industrial society by exploring many types of tools, materials, processes, products, and occupations. The emphasis should be upon attaining a pattern of knowledge, attitudes, habits, skills, and understandings essential to individual and group welfare in a technological society. One of the outcomes of this function is the exploration of individual interests, aptitudes, and capacities through educative experiences and materials. That individual capacities are revealed in the course of student activity has become a basic tenet in formulating and extending pupil experiences in industrial arts.

Technical Competency

Industrial arts programs should provide as many opportunities as possible for pupils to spend at least a year in a phase of work where initial orientation and exploration may help to define specialized interests that can be pursued with profit. Opportunities should be provided for pupils to participate in such activities as furniture making, radio assembling, auto mechanics, printing, boat building, drawing house plans, making a home workshop machine,



State Department Studies
Made With
Office of Education Aid

STAFF members of the Office of Education gave professional assistance to the States of Rhode Island and Arizona in studies recently completed of the organization and functions of the Rhode Island State Department of Education, and particular education problems confronting Arizona. The lat-

ter study included organization and services of the State Department of Public Instruction, school finance, a State-wide school trustees association, and State educational policies. Fred F. Beach, Specialist in State School Administration, served as chief Office of Education consultant for both State studies.



"Shooting" the new Commissioner for television.



Recording his first address as Commissioner for radio broadcasting.

MCGRATH

(Continued from page 3)

and agencies from governmental domination. It should never be forgotten that an uneducated and frustrated electorate is the best prey of demagogues and dictators. Education is the road to personal and political freedom. Federal support will help to keep this road clear for all our people.

Developments of this type and other changes now occurring in American society and in the educational institutions of the country will create new issues and new

problems in the world of education. These matters must be studied intensively and fully if an adequate educational program for all the youth of the Nation is to be provided. In this task many agencies and many persons will take part. The Office of Education of the Federal Security Agency, if it is to discharge its full responsibility to the Government and to the citizens generally, must exercise dynamic leadership in such studies and in such planning, using all the resources in its own staff and others elsewhere available.

Fortunately the staff of the Office of Edu-

cation is already composed of highly competent and well-informed educators. It is a team which I am proud to join. I plan to use the staff as a team in the fulfillment of our common purposes. With the full cooperation of the staff and with the support and encouragement already manifested by the able and enlightened top officials in the Federal Security Agency I believe the Office of Education can become an increasingly useful and important element in American education and in American society. Whatever talents and energy I have, I pledge you will be used to that end.

U. S. Government Film News

by Seerley Reid, Assistant Chief, Visual Aids to Education

1949 Catalog of Government Films.—Nearly 2,000 visual aids of 13 different Government agencies are listed and described in the new 52-page catalog *U. S. Government Films for School and Industry*, now available without charge from the Office of Education, Castle Films, or local visual education dealers.

The 1949 edition of this catalog is 50 percent larger than last year's and includes 626 additional motion pictures and filmstrips. Published by Castle Films, the catalog covers all the films which have been released through the Office of Education and which may be purchased from Castle Films, 1445 Park Avenue, New York 29 (contractual distributor of films released through the Office).

Included in the catalog are films of the Office of Education, Departments of Agriculture, Air Force, Army, Navy, and State,

the Coast Guard, Public Health Service, Civil Aeronautics Administration, and Fish and Wildlife Service. Subjects covered include agriculture, aviation, electricity, engineering, forestry, health, home economics, Latin America, medicine, nursing, radio, safety, science, supervision, woodworking, and World War II.

Inter-American Films.—The Coordinator and later the Office of Inter-American Affairs produced and released more than 100 films during 1942-45 as part of its information program in the American Republics. With the termination of the OIAA in 1945, custody of these films was transferred to the Department of State. Now, at the request of the United States Commissioner of Education, the Department of State has made 63 of these films available for noncommercial, educational use within the United States. Write to the Office of

Education for a list of these films, which can be purchased from Castle Films.

The American Scene.—The Department of State has also released through the Office of Education certain films portraying American life which were produced in 1942-45 as part of the overseas information program of the Office of War Information. Prints of the following subjects may now be purchased from Castle Films.

Subject	Length in Minutes	Price
Capital Story.....	20	\$26.40
Cummington Story.....	21	27.80
Freedom To Learn.....	17	23.50
Hymn of the Nations.....	28	34.40
Library of Congress.....	21	27.10
Northwest U. S. A.....	21	27.80
San Francisco—1945.....	17	23.50
Steel Town.....	16	22.80
Swedes in America.....	18	24.20
Valley of the Tennessee.....	30	35.80

No Loans, No Rentals.—The Office of Education does not loan or rent films. Send requests to your 16mm film library. Purchase U. S. Government films from Castle Films.

Minimum Training Standards for Counselors

by Leonard M. Miller,
Specialist for Counseling, Pupil
Personnel, and Work Programs

STATE and Federal agencies and national professional groups have been considering for some years the question of minimum standards for counselors' training. Their separate deliberations finally led to recognition, a few months ago, that their problems were mutual and needed common consideration. It was agreed that great advantage would derive from agreement by all the interested groups on the basic content of adequate professional training for counselors.

As a result, the Joint Committee on Counselor Preparation met recently in Washington, D. C. It was composed of an official delegate and two technical consultants from each of several professional groups and public agencies concerned with counseling and guidance. The organizations and their representatives on the Joint Committee were as follows:

American Psychological Association, Division of Counseling and Guidance: (delegate) MITCHELL DREESE, Professor of Educational Psychology, George Washington University; (consultants) EDWARD BORDIN, Professor of Psychology, University of Michigan, and CLIFFORD P. FROELICH, Specialist for Guidance Personnel Training, Office of Education, Federal Security Agency.

National Rehabilitation Association: (delegate) HOLLAND HUDSON, Director of Rehabilitation Services, National Tuberculosis Association; (consultant) E. B. PORTER, Acting Chief, Guidance, Training & Placement Bureau, Office of Vocational Rehabilitation, Federal Security Agency; (acting consultant) SALVATORE DIMICHAEL, same address.

Office of Education, Federal Security Agency: (delegate) HARRY A. JAGER, Chief, Occupational Information and Guidance Service; (consultants) CLIFFORD P. FROELICH, Specialist for Guidance Personnel Training, and LEONARD M. MILLER, Specialist for Counseling, Pupil Personnel and Work Programs.

State Supervisors of Guidance Services and Counselor Training: (delegate) STANLEY R. OSTROM, State Supervisor, Occupational Information and Guidance, State Department of

Public Instruction, Delaware; (consultant) EDWARD C. ROEBER, Assistant Professor of Education, University of Missouri.

Veterans' Administration: (delegate) CARLOS E. WARD, Special Assistant for Planning, Advisement and Guidance Service; (consultants) IRENE G. COOPERMAN, Chief, Special Guidance Programs; CLYDE J. LINDLEY, Chief, Publications, Advisement and Guidance Service.

U. S. Employment Service: (delegate) CHARLES E. ODELL, Chief, Counseling, Selective Placement and Testing Division; (consultants) BEATRICE DVORAK and HELEN RINGE, Counseling, Selective Placement and Testing Division.

American College Personnel Association: (delegate) C. GILBERT WRENN, President, American College Personnel Association, University of Minnesota; (consultants) FORREST H. KIRKPATRICK, Dean of Students, Bethany College, Bethany, W. Va., and MARIE A. CORRIGAN, Dean of Women, Catholic University, Washington, D. C.

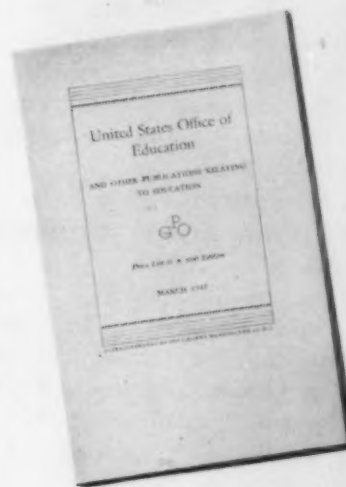
National Vocational Guidance Association: (delegate) LEONARD M. MILLER, Specialist for Counseling, Pupil Personnel and Work Programs U. S. Office of Education; (consultants) LEONA BUCHWALD, Assistant Director of Guidance and Placement, Department of Education, Baltimore, Md., and ARTHUR J. JONES, Professor of Education, Emeritus, University of Pennsylvania.

The writer was elected chairman and Charles E. Odell of the U. S. Employment Service was elected secretary of the joint committee. Its hard-working sessions, expedited by preliminary explorations and draft materials, resulted in complete accord on the statement of seven "core" fields of knowledge, to be acquired at the graduate level, and considered essential to preparation for professional competence in counseling and guidance work. These are:

1. Philosophy and Principles of Guidance and Counseling.
2. Growth and Development of the Individual.
3. Techniques Used in the Study of the Individual for the Purposes of Counseling.
4. Techniques in Collecting and Using Occupational, Educational, and Other Information.
5. Techniques Used in Counseling.
6. Administrative and Community Relationships.
7. Supervised Experience.

The report of the joint committee was printed and made available for distribution at the convention of the National Council of Guidance and Personnel Associations held in Chicago, April 18-21, 1949.

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EDUCATION**

New Books and Pamphlets

Administration and the Pupil. By William A. Yeager. New York, Harper & Brothers, 1949. 483 p. (Education for Living Series) \$3.75.

America's Educational Press. A Classified List of Educational Publications Issued in the United States With a Listing of Foreign Journals. Washington, D. C., Educational Press Association of America, 1948. 40 p. (Twenty-Second Yearbook) 75 cents.

Classified List of Periodicals for the College Library. By Guy R. Lyle and Virginia M. Trumper. 3d Ed. Rev. and Enl. to June 1948. Boston, Mass., The F. W. Faxon Co., 1948. 99 p. \$3.

Communications in Modern Society. Fifteen Studies of the Mass Media Prepared for the University of Illinois Institute of Communications Research. Edited by Wilbur Schramm, Director of the Institute. Urbana, Ill., University of Illinois Press, 1948. 252 p. \$4.

The Elementary School in Action. Philadelphia Public Schools, Curriculum Office, 1948. 77 p. Illus.

A Guide to Good Reading. Prepared by the Committee on College Reading. Sponsored by the National Council of Teachers of English, Atwood H. Townsend, Chairman and General Editor. New York, Hendricks House, Farrar Straus, 1948. 228 p. \$2.75.

Health Appraisal of School Children. Standards for Determining the Health Status of School Children—Through the Cooperation of Parents, Teachers, Physicians, Dentists, Nurses, and Others. Edited by Dean F. Smiley and Fred V. Hein; A Report of the Joint Committee on Health

Problems in Education of the National Education Association and the American Medical Association. Washington, D. C., 1948. 29 p. 15 cents. (Order from: National Education Association, 1201 Sixteenth Street NW, Washington, D. C.)

Highways to Jobs for Women: How to Pick College Courses for Your Career. By Josephine H. Gerth. New York, The Woman's Press, 1948. 132 p. \$3.

Libraries in Florida: A Survey of Library Opportunities in the State. Prepared by the Survey Committee of the Florida Library Association. Tallahassee, Fla., Florida Library Association, 1948. 56 p. \$1. (Distributed by The School of Library Training and Service, Florida State University, Tallahassee, Fla.)

Quiz on Railroads and Railroadings. 7th Ed. Washington, D. C., Association of American Railroads, 1948. 64 p. Illus. Free.

Toward Better Teaching: A Report of Current Practices. 1949 Yearbook, Association for Supervision and Curriculum Development of the National Education Association. Washington, D. C., National Education Association, Association for Supervision and Curriculum Development, 1949. 282 p. Illus. \$3.

United States National Commission for UNESCO. By Howard E. Wilson. New York, The Macmillan Co., 1948. 96 p. (The Kappa Delta Pi Lecture Series) \$1.75.

Working With a Legislature. By Beatrice Sawyer Rossell. Chicago, American Library Association, 1948. 82 p. \$1.90.

—Compiled by Susan O. Futterer, Head, Reference and Bibliographical Services, Federal Security Agency Library.

Selected Theses

Characteristics of Certain Teachers Accepted by Graduates as Evidences of Good Teaching. By M. Adeline Olson. Master's, 1948. University of North Dakota, 134 p. ms.

Analyzes 590 replies to questionnaires given to high school and college graduates in an attempt to determine the characteristics of the "best teacher." Concludes that elements that contribute to success in teaching are: Attitude toward teaching, knowledge of mental hygiene, teaching skill, personality, teacher-pupil relations, and competence in the subject matter field.

The Effects of Birth Rate on Public School Enrollment and the Need for Teachers, 1948-1960. By Lloyd H. Elliott. Doctor's, 1948. University of Colorado. 25 p. ms.

Forecasts needed expansion in elementary and secondary school buildings, based on the present birth rate, and shows the need for training more teachers to carry the load on both the elementary and secondary levels. Points out the need for an offensive to place teaching in the group of coveted professions.

Nutrition Education in the Elementary Schools. By Elizabeth A. Lockwood. Doctor's, 1948. Harvard University. 157 p. ms.

Discusses the results of an experiment conducted in six elementary schools. Concludes that the schools receiving the most help through the media of workshops, demonstrations, personal conferences, and visual aids showed statistical evidence of improvement in the daily eating habits of their students.

Prerequisites for Teacher Certification in Physical Education in the 48 States. By Marie R. Cunningham. Master's, 1948. Boston University. 72 p. ms.

Lists alphabetically by State, the prerequisites for teacher certification in physical education. Shows that there is little agreement among State laws as to the certification requirements for teachers of physical education.

A State Program in Reading. By Ann E. McGuinniss. Master's, 1948. Boston University. 43 p. ms.

Describes the Connecticut 2-year program for the improvement of reading on all levels, including adult reading, which was designed not merely to arouse interest in reading problems but to help teachers master the necessary instructional techniques and to develop regional leadership that would lead to a continuing program.

—Compiled by Ruth G. Strawbridge, Federal Security Agency Library Bibliographer

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